General Foundation Program- English
Course Syllabus

Course Specifications

Course Title	Level 4 (Upper Intermediate)	
Course Code	GFPE004	
Pre-requisite	Level 3/Placement Test	
Contact Hours	18 Contact Hours 2 Self-Study Hours	8 hours = Reading and Writing +(vocabulary) 6 hours = Listening and Speaking+ (vocabulary) 2 hours = General Study Skills (Project + Presentation) 2 hours = Grammar 2 hours = Self-Study (virtual)

Course Description

This is an upper-intermediate level course that focuses on the four language areas: reading, writing, listening, and speaking. The course will also equip students with grammatical and lexical knowledge, and general study skills needed for higher education studies. This course is a prerequisite to specialization programs.

Course Objectives

By the end of this course, students should be able to:

1. Recognize the main ideas of complex reading and listening texts on both concrete and abstract topics, including technical discussions in his/her undergraduate studies.
2. Interact with the reading and listening texts using higher-order thinking skills (inferencing, synthesizing, and evaluating).
3. Interact with a degree of fluency and spontaneity that makes regular interaction with expert speakers quite possible without strain for either party.
4. Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
5. Demonstrate a level-appropriate accuracy and range of grammatical structures.
6. Produce and present a written report of a minimum of 500 words showing evidence of time management, research, notetaking, review, and revision of work, paraphrasing, summarising use of quotations, and use of references.
7. Access and use virtual platforms for independent language learning.

Listening Learning Outcomes

By the end of this course, students should be able to:

1. Use pre-listening strategies to preview, activate prior knowledge, predict the content of a text and establish a purpose for listening.

2. Recognize standard speech of 5-6 minutes spoken at a normal rate and follow relatively complex lines of argument in social, academic, and work-related contexts.

3. Identify the main ideas of complex speeches related to social, academic, and work-related settings.

4. Extract details from announcements, lectures, TV/radio news when the listening purpose is clear.

5. Follow extended speeches and complex lines of argument clearly stated by the speaker.

6. Take notes while listening to a lecture on various topics.

7. Infer a speaker's viewpoint, attitude, and feelings.

8. Recognize introductory phrases, linking phrases, repetition and restatement, and a degree of digression from the stated topic.

9. Grasp the meaning of idiomatic expressions.

10. Infer, synthesize, and evaluate contents of listening texts.

Reading Learning Outcomes

By the end of this course, students should be able to:

1. Recognize gist and main points in texts of 550[1] words with a readability score of 50 - 60[2].

2. Use pre-reading strategies to preview, activate prior knowledge, predict the content of a text and establish a purpose for reading.

3. Recognize the reading purpose and adopt a style of reading (e.g. skimming, scanning, or intensive reading) with a minimum of 550 words.

4. Demonstrate possession of a broad range of actively understood vocabulary using context clues.

5. Grasp the essential meaning of texts related to social, academic, and work-related settings.

6. Identify main ideas and points of view in articles, reports, and texts dealing with contemporary and controversial issues.

7. Recognize complex and lengthy instructions and warnings in the learners' social, academic, and work-related activities.

8. Grasp the meaning of idiomatic expressions.

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[1] The length can be 10% more.
[2] Based on Flesch Reading Ease Score Table

9. Infer and evaluate contents of reading texts.

10. Synthesize the contents of reading texts.

Speaking Learning Outcomes

By the end of this course, students should be able to:

1. Use pre-speaking strategies and techniques such as brainstorming, planning devices, and mind-map to generate ideas.

2. Use a mix of simple sentences and an increased range of more complex structures.

3. Explain a viewpoint related to social, academic, and work-related issues with a focus on advantages and disadvantages.

4. Demonstrate self-correction ability from misunderstandings.

5. Use a sufficiently wide enough lexical and grammatical resource to discuss topics about social, academic, and work-related activities.

6. Interact with a sufficient degree of fluency and spontaneity in any speaking discourse.

7. Present clear and detailed descriptions on a range of subjects taken from varied sources using effective presentation skills for at least 5 minutes.

8. Discuss various issues and take a reasoned position.

9. Paraphrase successfully when engaged in discussion, where misunderstanding exists.

Writing Learning Outcomes

By the end of this course, students should be able to:

1. Use prewriting strategies to generate and develop ideas and make plans.

2. Write clear, detailed texts on a wide range of subjects related to social, academic, and work-related interests.

3. Describe, summarize, and make relevant comparisons, in at least 150 words, of visual data such as graphs, charts, tables, and processes.

4. Write an essay in support of or against a particular point of view with an introduction, a minimum of two body paragraphs, and a conclusion of at least 250 words showing control of layout, organization, punctuation, spelling, sentence structure, grammar, and vocabulary.

5. Use discourse markers (linkers: sequential, connecting words expressing cause and effect, contrast, etc.) and writing conventions.

6. Construct a reasoned argument speculating about causes and consequences.

7. Analyse a problem and propose solutions.

8. Explain a viewpoint on an issue giving the advantages and disadvantages of various options.

Grammar Learning Outcomes

At the end of Level 4, learners will be able to use the following grammatical items, discourse markers and writing conventions in addition to forms learned at earlier levels:

1. Past Perfect Continuous

2. Future Perfect

3. Future Perfect Continuous

4. Mixed Conditionals

5. Phrasal Verbs

6. Passive Forms

7. Reported Speech (range of tenses)

8. Relative Clauses

9. Sentence structures (Compound- Complex Sentences)

10. Discourse Markers: One of the advantages/disadvantages, Another advantage/disadvantage

Vocabulary Learning Outcomes

By the end of the course, students should be able to:

1. Identify the parts of speech of words.

2. Use vocabulary items and their derived forms (prefixes, suffixes) in meaningful contexts.

3. Use phrases and collocations in social, academic, and work-related situations.

4. Pronounce words, phrases and collocations in social, academic, and work-related situations.

5. Spell the words correctly.

General Study Skills (Project & Presentation) Learning Outcomes

By the end of the course, students should be able to:

6.2.1 Managing Time and Accepting Responsibility
6.2.1 a) Work in pairs or groups and participate accordingly i.e. take turns, initiate a discussion, interrupt appropriately, express an opinion.
6.2.1 b) Follow university policies on attendance and punctuality.

6.2.1 c) Bring required materials (pens, pencils, folder, etc) to class.
6.2.1 d) Work to imposed deadlines.
6.2.1 e) Show respect for teachers and others and their rights to have a difference of opinion.
6.2.1 f) Use a variety of study techniques.
6.2.1 g) Create term planners and study schedules noting key dates/events.
6.2.1 h) Complete homework on time.
6.2.1 i) Continually revise one's work.
6.2.1 l) organize a feasible study schedule that accommodates other responsibilities.
6.2.1 n) organize and maintain a system of recording vocabulary (keep a vocabulary log).
6.2.1 o) organize and maintain a portfolio of one's work.

6.2.2 Research Skills
6.2.2 a) List the key ideas to guide the search for information.
6.2.2 b) Use the library system for finding, borrowing, and returning library material.
6.2.2 c) Use an English-English dictionary for language learning.
6.2.2 d) Use a contents page and an index to locate information in a book.
6.2.2 e) Extract relevant information from a book or article using a battery of reading strategies (e.g. skimming, scanning, etc.).
6.2.2 f) Locate a book/journal in the library using the catalog.
6.2.2 g) Find topic-related information in a book/journal in the library using the catalog.
6.2.2 h) Find specific information using internet search engines and electronic resources.
6.2.2 i) Cite a source in accordance with academic conventions.
6.2.2 j) Classify and sort new information.
6.2.2 k) Select or reject a source based on difficulty level, relevance, and currency.
6.2.2 l) Assess the reliability, objectivity, and authenticity of a source.
6.2.2 m) Summarize and paraphrase information in one's own words to produce a written report of 500 words.

6.2.3 Taking Notes
6.2.3 a) Recall and define main concepts.
6.2.3 b) Utilize abbreviations and symbols.
6.2.3 c) Use English rather than Arabic for notes in margins and glossing vocabulary.
6.2.3 d) Extract and record key information (the gist) from a written or spoken source based on own interpretation of information.
6.2.3 e) Adopt a note-taking strategy (e.g. Cornell system; mind mapping).
6.2.3 f) Support key points with relevant additional details.
6.2.3 g) Organise information to enable quick reference at a later date.
6.2.3 h) Date one's notes.
6.2.3 i) Use notes to create a summary.
6.2.3 j) Reproduce key information and supporting details from notes in one's own words.
6.2.3 k) Sort out information and reject irrelevant pieces.

6.2.4 Presentation Skills
6.2.4 a) Outline and define main concepts.
6.2.4 b) Address questions from the audience.
6.2.4 c) Plan and conduct a presentation based on information from written material, interviews, surveys, etc.
6.2.4 d) Speak in a clearly audible and well-paced voice.
6.2.4 e) Follow a presentation format.
6.2.4 f) Use presentation language (discourse markers, etc.).
6.2.4 g) Achieve the key aim of informing the audience.
6.2.4 h) Make use of audio/visual aids when giving oral presentations.
6.2.4 i) Tailor content and language to the level of the audience.

6.2.4 j) Maintain some eye contact with the audience.

6.2.4 k) Speak from notes in front of an audience using index cards.

6.2.4 l) Observe time restrictions in presentations.

6.2.4 m) Organize and present information in a logical order at a comprehensive speed.

6.2.4 n) Invite constructive feedback and self-evaluate the presentation.

Assessment

Continuous Assessment (50%)

Final/Level Exit Exams (50%)

(refer to the Assessment Document for details)

Learning Materials

- Prescribed Textbooks: Pathways

- In-House Supplementary Teaching Materials

Alignment with Oman Academic Standards for General Foundation Program

Learning Outcome Standards for English

Graduate Attributes (Not yet approved)

- Creativity and critical thinking
- Teamwork and communication skills
- Leadership and Accountability